Idaho State Department of Education

21st Century Classroom Universal Design for Learning (UDL)

Lesson Plan Review Rubric

This rubric will be used by trained 21st Century Classroom Master Teachers to review the lessons submitted for inclusion in the Idaho State Department of Education 21st Century Classroom Lesson Plan Database housed within Schoolnet. The reviewer will provide comments according to the rubric and either approve the lesson or recommend the lesson author revise and resubmit. This rubric also may be used by the lesson plan author to assure that all components required are complete and meet BEST practice or Meets Standards. This rubric may also be used by Idaho administrators and pre-service teacher trainers to evaluate lesson plans submitted by Idaho educators for their evaluations.

Overall Lesson Elements	**Individual Lesson Components**				
Lesson Overview		**Component Included Y or N (Check X)**			
	Title	Y		N	
	Subject	Y		N	
	Duration	Y		N	
	Grade Level	Y		N	
	Course	Y		N	
	Focus	Y		N	
	Enduring Understandings	Y		N	
Lesson Description		Y		N	
	Primary Nature	Y		N	
	Interdisciplinary/Single Subject	Y		N	
	Uses Keywords	Y		N	

Goals and Objectives

Goals and Objectives: The overall goal, as well as objective, outlining the concept, knowledge, skill, or application students can demonstrate upon lesson completion. This may be the same as or very similar to the content standard; however, it could be narrower or perhaps broader. Objectives may be stated in the form of critical questions students should be able to answer.

Goals and Objectives	3 BEST Practice		2 Meets Standard		1 Needs Revision	
Unit/Lesson Goals	Goals are clear and well developed and are included to match each major component of the lesson. Lesson may include integration across several content areas as appropriate		Goals are clear and appropriate and are included to match most of the major components of the lesson.		Goals need clarification or are not appropriate.	
Lesson Objectives	Each objective identifies the student learning that will take place and is measurable and observable. Lesson may include integration across several content areas as appropriate.		Most objectives identify the student learning that will take place and are measurable and observable.		Objectives do not identify the student learning that will take place and are not measurable or observable (or are missing).	

Standards	3 BEST Practice		2 Meets Standard		1 Needs Revision	
(As a reviewer) This section will need to be revisited after the reviewer reads through the lesson.	The lesson is tightly focused on a content area or multiple interdisciplinary areas where appropriate. The lesson provides significant and clear connections to state content standards benchmarks, Common Core State Standards, and/or other applicable national standards in all major phases of the lesson plan.		The lesson is focused on a content area or multiple interdisciplinary areas where appropriate. The lesson provides clear connections to state content standards, Common Core State Standards, and/or other applicable national standards in some, but not all major phases of the lesson plan.		. The lesson is loosely focused on a content area. The lesson provides some/limited connection to state content standards, Common Core State Standards, and/or other national standards.	

Methods and Instructional Strategies

Methods	3 BEST Practice		2 Meets Standard		1 Needs Revision		NA
Introductory/ Anticipatory Set	Opening activities are relevant to the objective and provide a creative and motivating background in which to begin the lesson. There is an opportunity for active student participation and a bridge between new and old learning.		Opening activities set the stage for the lesson and are connected to the stated objectives, but lack in motivational or "bridging" value.		The lesson introduction is somewhat disconnected from the objectives and distracts students from the learning.		
Build/Apply Knowledge	All activities are aligned with the objective(s), build upon each other, are appropriately paced, and developmentally appropriate. The activities are engaging, creative, and		All activities are aligned with the objective(s), build upon each other, are appropriately paced, and		Activities are connected to the objective but disconnected from one another.		

	innovative. They may make connections between several standards and may provide for real-life application of the standards where appropriate.		developmentally appropriate.				
Guided Practice (refer back to timeline)	Students have opportunity to practice knowledge with teacher feedback.		Students have opportunity to practice knowledge but needs more teacher feedback.		Student practice is limited and needs more teacher support.		
Independent Practice - (refer back to timeline)	Students take responsibility for learning and successfully apply knowledge/skills.		Practice is provided but does not link back to objectives clearly.		Student independent work not clearly identified.		
Wrap Up/ Closure	Synthesize/Review objective and check for understanding.		Lesson objectives are not clearly reviewed.		There is no understanding check or review offered in the lesson.		

Materials
(Framework Domain 1d: Demonstrating Knowledge of Resources)

Materials	3 BEST Practices		2 Meets Standard		1 Needs Revision		NA
Technology Tools/Websites/Equipment (If appropriate and when feasible)	A variety of technology is integrated appropriately throughout the lesson in a manner that enhances the effectiveness of the lesson and the learning of the student.		Technology is integrated into the lesson to improve the quality of student work and/or presentation.		The inclusion of technology is clearly an add on not complimenting the learning activities.		
Other Materials	All necessary materials are identified. Worksheets and other reproducible materials are available for immediate download. A variety of UDL materials listed enhance lesson and student learning.		Materials necessary for both teacher and student use are listed. Materials listed are appropriate for both lesson and students.		Materials are not listed/attached. Materials listed are inappropriate for lesson or students.		

UDL - Differentiation According to Student Needs
(Framework Domain 1b: Demonstrating Knowledge of Students)

Differentiation (UDL)	3 BEST Practices		2 Meets Standard		1 Needs Revision	
Multiple means of representation, action and expression, and engagement (1 or more)	Evidence of diverse UDL strategies, to help all students experience success, are clearly defined and explained.		Evidence of diverse strategies, to help all students experience success, are clearl Evidence of diverse strategies, to help all students experience success, are clearly defined and explained.y defined and explained. Evidence of some UDL strategies, to help students experience success, are defined and explained.		UDL Principles are not considered and Individual needs of students are not addressed.	

Extension & Remediation	Component Included Y or N (Check X)			
* Extension (X in box If appropriate and present)	Y		N	
* Remediation (X in box if appropriate and present)	Y		N	

Assessment

Assessment	**3** **BEST Practices**	**2** **Meets Standard**	**1** **Needs Revision**	**NA**
Formative/Ongoing Assessment **Summative/End Of Lesson Assessment** **Note:** Not all lessons require an assessment. Lesson Reviewer will make any necessary decisions' /recommendations)	Assessment opportunities are clearly identified. They require students not only to demonstrate understanding, but to demonstrate higher order thinking skills, assess and draw conclusions relating to the content area standards linked to the lesson and provide clear evidence that students have achieved the lesson objectives. Assessments can be but are not limited to: Performance based, paper/ pencil, or Schoolnet Assess Module assessments.	Assessment opportunities are identified. They require students to apply knowledge and/or demonstrate understanding of the content area standards linked to the lesson. They provide some evidence that students have achieved the lesson objectives. Assessments can be but are not limited to: Performance based, paper/ pencil or Schoolnet Assess Module assessments.	Opportunities for student assessment are not provided or are loosely identified and not well connected with content area standards or lesson objectives.	

A rating of "Needs Revision" in any of the areas will result in lesson plan being ineligible for approval and inclusion in the Schoolnet lesson plan data base. The lesson plan areas of Guided and Independent Practice, Technology, Remediation and Extension and Assessment are not mandatory and should be included if feasible and as appropriate. After reading the reviewer comments lesson plan authors will have the opportunity to revise specific areas the evaluators deem in need of revision and then may resubmit for a second review and approval to the state level data base.

Overall Quality Reviewer Comments